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ABSTRACT

The need for expanded less-than-baccalaureate opportunities for the citizens of Maine has been identified. This paper presents two methods to respond to this need. The first model presented, SMRCC (Southern Maine Regional Community Learning Centers), is designed to provide geographic access for the students of two southern Maine counties, York and Cumberland, with financial rates set at $20.00 per course and $100 per semester. Any person who holds a high school diploma or its equivalent will be allowed to enroll, and associate degrees in a variety of fields will be made available. To implement this model, interinstitutional cooperation of physical facilities, computers, and personnel will be necessary with public and private institutions in the area. This model offers great flexibility of learning, individualization of learning for each student, opportunities for people of all ages and abilities, a diverse high quality curriculum and credit for life experiences. SMILE (Southern Maine Initiation of Low Cost, Post Secondary Education) is designed to be the initial instructional phase of the SMRCC model. SMILE is an immediate response to identified educational needs and demands in Maine. When the SMRCC model is fully operational, the SMILE project will be incorporated into SMRRC. This document contains the guidelines for the SMILE project, the proposed courses, the proposed time schedules, budgets, and a proposal for the rennovation of a building for the SMRCC learning resource center. Appendices include documents concerning the Maine External Alternative for Learners (MEAL). (Author/PG)

ED 083910

Community College Without Walls

AN ALTERNATIVE MODEL FOR POST SECONDARY EDUCATIONAL OPPORTUNITY IN SOUTHERN MAINE

S I R C C

Southern

Maine

Regional

Community Learning

Centers

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MAINE'S NEED FOR ADDITIONAL POST-SECONDARY EDUCATIONAL OPPORTUNITIES

In the last seven years, no less than 10 documents* have highlighted the need for expanded less-than-baccalaureate opportunities for the citizens of Maine. The fact that (1) only 45% of the Maine college-age population is attending a post-secondary institution compared to 72% for the nation, and the fact that (2) in 1970 only 55.3% of those enrolled in college in the age group 18-34 were enrolled in public colleges in Maine, and the fact that (3) Maine has ranked 51st among the states and the District of Columbia in the number of students who go on for any form of post-secondary education, and the fact that (4) there are no open access institutions of post-secondary education in Maine, and the fact that (5) the Maine economy could absorb 7 times the number of associate degree recipients than are presently available, testifies to a very large unmet need and untapped state resource. Because this need has been identified in so many reports and because less-than-baccalaureate programs were selected as a major priority by the Board of Trustees in 1969, this paper will not attempt to justify further the need for greater access to post-secondary education at the less-than-baccalaureate level. Moreover, since the need for such education is generally accepted as the major educational priority in Maine in 1973, the major issue remaining is the selection of a method and a structure for responding to that need.

*See Appendix I for the documents identifying the need for additional less-than-baccalaureate opportunities in Maine.

PREVIOUS PROPOSALS

Most of the reports previously cited have suggested a variety of organizational structures. The Academy for Educational Development (AED) Report (1966) proposed a structure including all post-secondary institutions in the state. This proposal would have united the five state colleges, the four vocational-technical institutes, the Maine Maritime Academy, and all campuses of the University of Maine, into a public state-wide system of higher education. In its report, the AED stated that "The public one- and two-year terminal and transfer programs in vocational-technical and general education should be an integral part of the state system of public higher education and offered on the branches, campuses, and centers of the University of Maine. To this end, the University should create a division responsible for the development and administration of one- and two-year programs to carry on the necessary planning, the training of teachers for these programs, the essential research and development, and program-development liaison with secondary schools. Policy-making for such programs should be the responsibility of the University's Board of Trustees, or of a separate body reporting to the Trustees. Programs of technical and vocational education should have a distinct budget within the University's total budget." The Coles Commission endorsed the recommendations of the AED study and proposed to the 103rd Legislature a single unified system of higher education.

In 1969, the Higher Education Planning Commission issued a progress report to the Chancellor in which they recommended that all post-secondary institutions be combined under the Chancellor, but added that a separate division of less-than-baccalaureate degree programs be established within the Chancellor's Office.

Since 1970, when the Chancellor indicated that the number one priority for the next biennium was to be the development one- and two-year programs on all campuses of the university, less-than-baccalaureate opportunities have been increased. However, the reorganization of the higher education system has not been completed. The vocational-technical institutes and the Maine Maritime Academy have not been transferred to university control, and a functional division to administer less-than-baccalaureate programs within the Chancellor's Office has not been developed.

The report of the Chancellor's Task Force on less-than-baccalaureate programs (May, 1970) indicated that there was not agreement on either the consolidation of the VTI's and the university or the organization within the Chancellor's Office. In a section titled "Statements of Exceptions," Chairman Blewett and Mr. Frye reported "It would appear,however, that if Maine is to have and enjoy a successful development of less-than-baccalaureate degree programs in comprehensive community colleges, it had best establish these as separate institutions not affiliated with the university or the State Board of Education."

"The evidence is clear in state after state across the nation. The comprehensive community college flourished best when it is a separate institution; where administration, faculty, and students share a single purpose; namely, the successful education of the two-year (or one-year) student. There is no need to share teaching between two-year and four-year or graduate students. There is no denigration (disintegration) of the two-year student as frequently happens in the four-year college. There is a great sense of community and it is possible to make a unified effort in behalf of institutional development."

Representatives of the vocational-technical institutes have been concerned also about an organizational structure which would subsume them under the university system. Some people believe that the vocational-technical institutes would suffer if they were under the administrative control of University presidents. The other side of this concern has been discussed in a report titled Decision Time--1973. The author, Dr. Larry Stinchcomb, stated that "On the other hand, it will behoove planning agencies to organize programs that are as economical as possible and that, in general, avoid undue overlap and duplication. In this connection, there is a potential danger of duplication and excessive cost when states organize both community colleges and area vocational schools, both of which may be attempting similar programs. It is urgent, therefore, that planning agencies consider the role of these two types of institutions to determine whether, in the state of Maine, both are needed or whether the comprehensive community college may well be the most appropriate medium for rendering the multiplicity of programs needed in the average community."

The two factors which must be taken into account before one can develop a concept of an organizational structure to deliver less-than-baccalaureate programs are first the population which is to be served and second the delivery model for that education. In regard to the first issue, it seems quite clear that the state of Maine will not be able to afford a system of community college campuses which will provide access for the great majority of Maine citizens. The cost of constructing comprehensive community college campuses and staffing them with competent faculty will be prohibitive with the population dispersion of the state of Maine. Furthermore, it is probably an accurate judgement that most of the organizational structures recom-

mended thus far, have assumed that the educational delivery model would be of the traditional variety. In other words, it was probably assumed that the education would be campus-based, with a resident faculty working with the students in traditional classrooms and laboratory situations.

AN ALTERNATIVE MODEL

S M R C C

OBJECTIVES OF THE SMRCC MODEL

The objectives of the SMRCC model are detailed below:

1. Educational opportunity for residents of York and Cumberland Counties.

   By 1974-75, the program expects to enroll 1,328 full-time equivalent students (4% of the 2-county population). Specifically, the model is designed to provide:

   a) Geographic access - Six centers will be located in the population concentrations of the two counties. Over 90% of the residents of these two counties will be within 10 miles of one of these centers.

   b) Financial access - An experimental tuition rate of $20 per course and $100 per semester will be instituted. Financial aid will be available to students of York and Cumberland counties.

   c) Academic access - Any person who holds a high school diploma, or its equivalent, will be allowed to enroll in a degree program or for individual courses.

   d) Degree access - Associate degrees in a variety of fields will be made available to the citizens of Cumberland and York counties.

2. Flexibility of learning.

   a) Individualization of learning for each student.

   b) Self-paced learning which allows a student to stop-in and stop-out (the traditional academic calendar would be eliminated).

   c) The development of a system which is responsive to change in both knowledge and instructional approaches.

   d) Educational opportunities for people of all ages and abilities.

   e) A diverse, high-quality curriculum.

   f) Educational programs which are responsive to local needs.

g) Opportunity for students to receive credit for life experiences.

h) Developmental programs in areas such as communications (reading, writing and speech) and mathematics to enable students to maximize their potential.

3. Cost effectiveness. Utilization of new technology which would enable the University to provide the state's population with high quality education at low cost for both the student and the state. The community learning centers would operate 12 months a year thus making maximum use of staff, faculty and facilities.

4. Organization.

a) The development of a small, high quality faculty committed to this learner-oriented system of education.

b) The development of a small, highly professional administrative staff to provide centralized support services and to eliminate duplicative functions within the system.

5. Inter-institutional cooperation. Cooperation, sharing, and avoidance of costly duplication between the public and private institutions in regard to:

a) Physical facilities,

b) Classrooms,

c) Libraries,

d) Educational media,

e) Preparation of software,

f) Use of computers,

g) Career and personal counseling for students,

h) Utilization of personnel.

IMPLEMENTATION

The implementation of this model will require a cooperative effort between the public and private educational sector and a financial commitment from the University of Maine. On the following pages, the model is described and the steps for implementation are detailed.

If one starts from the premise that post-secondary opportunities must be brought to the maximum number of people at a minimum cost and that the primary factor in determining organizational structure is "convenience of learning for the student," then a different educational structure begins to take form. In analyzing the population profile of York and Cumberland counties, it is possible to identify six pockets of population concentration. The map on page 10 identifies these population centers with circles encompassing a ten-mile radius. The total population of each center is cited on page 11; in addition, the population of each town in a center is indicated, with a projected enrollment for that locale based upon both 3% and 4% of the total population. College campuses surely cannot be constructed in each of these areas, yet opportunities for post-secondary education should be provided. The alternative model proposed here could place post-secondary education within the reach of most citizens in southern Maine.

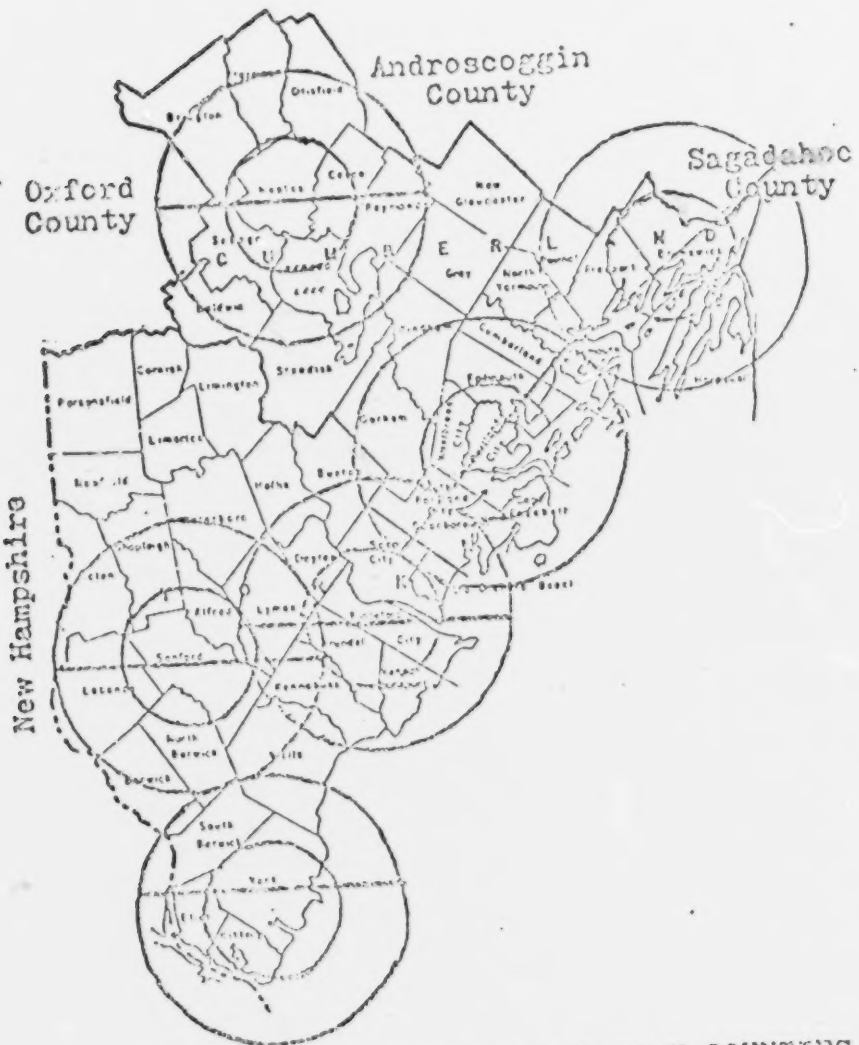
New technology is making it possible to organize and deliver education in a variety of ways that were not possible two decades ago. The Open University in Britain, Empire State College in New York, the Union for Experimenting Colleges headed by Antioch, and numerous community and senior colleges across the country have experimented with new ideas and new approaches to learning. The results of these experiments are encouraging and it is clear that the technology which is available to us today has not yet been used creatively by most institutions; indeed, we tend still to think of technology in terms of

audio-visual supportive services. The institutions mentioned above are delivering at least some of their education through audio-tutorial, multi-media, individualized, and self-paced instructional programs.

Although the use of technology is no panacea and cannot be used exclusively as a form of instruction, its real potential has been demonstrated and verified at dozens of institutions across the country. The problems we face in delivering educational opportunities in southern Maine require us to study and assess all of these examples for their possible applicability to this region.

The key to making any of these systems work is the creative wedding of the academic with the technological side of the delivery system. It must be emphasized that an approach to education which combines the development of software (written, audio and visual materials for use with hardware) and the use of hardware (equipment, such as computers, projectors, tape recorders, etc.) to deliver education is a sophisticated process. This process requires a <u>systems approach</u> which, simply defined, is the simultaneous interaction of planning, implementation, evaluation and revision.

PROPOSED LOCATIONS OF COMMUNITY LEARNING CENTERS



CITIES AND TOWNS IN CUMBERLAND AND YORK COUNTIES

Radius--5 & 10 miles

0 5 10 15

POPULATION PROFILES OF COMMUNITY LEARNING CENTER DISTRICTS

CENTER	1970 POPULATION	STUDENT ESTIMATE 3% of Population	STUDENT ESTIMATE 4% of Population
Brunswick (Cumberland)	50,233	151	201
Naples (Cumberland)	14,392	43	58
York (York)	31,287	94	125
Biddeford (York)	49,163	147	197
Sanford (York)	26,086	78	104
Portland (Cumberland)	160,702	482	643
TOTAL CUMBERLAND-YORK	331,863	995	1,328

BRUNSWICK	16,195
Arrowsic	188
Bath	9,679
Bowdoinham	1,294
Bowdoin	858
Georgetown	464
Phippsburg	1,229
Richmond	2,168
Topsham	5,022
West Bath	836
Woolwich	1,710
Lisbon Falls	3,257
Freeport	4,781
Harpswell	2,552
TOTAL POPULATION	50,233
Student Estimate	151-201

NAPLES	956
Fryeburg	2,208
Lovell	607
Stow	109
Sweden	110
Casco	1,256
Bridgton	2,967
Otisfield	589
Raymond	1,328
Sebago	708
Baldwin	878

BIDDEFORD	19,983
Saco	11,678
Kennebunk	5,646
Kennebunkport	2,160
Arundel	1,322
Dayton	546
Lyman	864
Hollis	1,560
Old Orchard	5,404
TOTAL POPULATION	49,163
Student Estimate	147-197

SANFORD	15,812
North Berwick	2,224
Lebanon	1,983
Acton	697
Shapleigh	559
Waterboro	1,208
Newfield	458
Limerick	963
Parsonsfield	971
Alfred	1,211
TOTAL POPULATION	26,086
Student Estimate	78-104

NAPLES (cont'd)

Porter	1,115
Hiram	686
Brownfield	478
Denmark	397
TOTAL POPULATION	14,392
Student Estimate	43-58

YORK 5,690

Kittery	11,028
Eliot	3,497
South Berwick	3,488
Wells	4,448
Berwick	3,136
TOTAL POPULATION	31,287
Student Estimate	94-125

PORTLAND-GORHAM 72,955

Buxton	3,135
South Portland	23,267
Scarborough	7,845
Cape Elizabeth	7,873
Gray	2,939
North Yarmouth	1,383
Cumberland	4,096
Falmouth	6,291
Yarmouth	4,854
Westbrook	14,444
Windham	6,593
Standish	3,122
Limington	1,066
Cornish	839
TOTAL POPULATION	160,702
Student Estimate	482-643

COMMUNITY LEARNING CENTERS

It is possible in southern Maine to provide educational opportunities to the great majority of the citizens through a decentralized system of community learning centers which are distributed appropriately in areas of reasonable population size. Such centers should include (1) a counseling component and (2) an academic delivery component. It is neither necessary nor desirable to provide all of the facilities and resources of both personnel and equipment which are normally found in the traditional campus-based system of education.

However the community learning centers should provide the full range of educational opportunities characteristic of more comprehensive post-secondary institutions--(1) academic guidance and personal counseling to assist students and potential students in making realistic choices of programs and career goals, (2) developmental programs to provide opportunities for individuals to overcome academic and learning deficiencies and to pursue programs commensurate with their abilities, (3) occupational programs designed to prepare students to enter and advance in semi-professional occupations, (4) academic and college transfer curricula appropriate for the first two-years of a baccalaureate program, and (5) community service programs and continuing education courses to assist individuals and groups to reach their personal goals. In addition, the community learning system must be committed to excellence and dedicated to serving the educational and cultural needs and interests of the citizens of each region. To accomplish this, the centers should be open to students of all ages and abilities, although access to the occupational programs in each center should be limited by the regional or state employment opportunities in each occupation.

There are resources in each of the communities of southern Maine which may be drawn upon to provide sound educational experiences for students. For example, there are normally public libraries or high school libraries with small collections available that could be augumented by university book and non-book materials to enable them to become more valuable community and educational resource centers. There are high school classroom and laboratory facilities, local historical societies, museums, private schools and colleges, and individuals within the community who have broad and interesting backgrounds which could be shared with students through either seminars, radio, or audio or video taped discussions. One can assume that learning develops when a student has opportunities for varied experiences of high quality; these experiences can be provided in a community setting at a cost lower than traditional campus-based education.

The community learning centers would be staffed initially by a director, a counselor, and a secretary, with three to five part-time people to serve as academic tutors for the students. The director's responsibility would be to develop community relations, publicize the programs, recruit tutors, hire staff, and determine the appropriate ways to provide the educational experiences for the students. The counselor would perform three functions: admitting students, evaluating their educational and personal needs and the manner in which the student's learning can best occur, and assisting the student in prescribing a program to meet those needs. The tutors would be available to students as they came to the center or to other designated learning areas, such as public schools or private colleges. The tutors primary function would be to assist the students with their course materials and learning problems. It is true that some traditional classes, with lectures, and laboratory situations under controlled conditions, would have to be offered. But it

is also true that a far greater percentage of the students learning experiences could be handled in an individualized and self-paced instructional manner than has previously been attempted. The operating cost of these centers would be significantly less than the costs incurred at traditional campuses; it is estimated that the average cost per student per year would be less than one-half the present cost of educating a student in the University of Maine system.

THE LEARNING RESOURCE CENTER

The heart of this new approach is a functional organization within the system called the Learning Resource Center. The Learning Resource Center combines the traditional library with areas for production of audio-and video-tapes, radio, slides, films, film loops, film strips and programmed instruction materials.

The Learning Resource Center would provide an umbilical cord to each of the community learning centers; the Learning Resource Center would produce program materials and the Community Learning Centers would deliver them to the students. This is an example of the necessity to "centralize in order to decentralize." The MEAL concept, developed by Dr. Freeman, (see Appendix II) provides an example of a basic working structure for the systems approach. The permanent faculty of the community learning system would be located at the Learning Resource Center where they would work with media people to develop the instructional packages to be delivered at the community learning centers. The permanent faculty would spend most of their time developing the software, but they would also spend time visiting the various learning centers to work with the tutors and the staff to ensure that they understood the software packages and to monitor the progress of students and the validity of the program.

It should be emphasized that the staff, the tutors, the media personnel, and thepermanent faculty would need extensive in-service training each year to insure the success of the educational delivery system which was being developed. Detailed manuals and handbooks would be prepared to assist the faculty, the counselors, the staff, and the tutors, in administering the system and working with the students.

The centralized Learning Resource Center would provide the best use of the taxpayers dollars and insure the highest quality instruction via audio- and video-tape, radio, films, slides, computer programs, etc., at every community learning center.

The software would be developed by a small-full-time faculty. Other faculty, from campuses within the university system or from public or private institutions, would be invited to work on specific projects for short periods of time (e.g., a summer, a semester). In other words, you could draw on the finest talent to develop the educational programs for this system. Once developed, the programs would be available to each community learning center in southern Maine. The concept of decentralized community learning centers operated in conjunction with a central Learning Resource Center, offers maximum educational flexibility. The community learning centers can be expanded, phased out, or moved to new quarters if the need arises. There would be no capital investment cost involved in the development of these centers. The facilities could be leased or rented and the local communities would receive the additional benefit of having the property remain on the tax roles. Agreements could be negotiated for the use of private college resources such as libraries, classrooms, bookstores, and personnel.

ADMINISTRATIVE ORGANIZATION

The organization chart on the following page depicts the organizational structure recommended for SMRCC in the first two years of operation.

Two boards should be created to work with the Vice President of SMRCC in the development and implementation of programs. Listed below are the composition and functions of the two boards and descriptions of the functions and responsibilities of the key administrative personnel of SMRCC.

Community Advisory Board

This board should be composed of community representatives from each center location and SMRCC personnel. The board should provide advice on the changing needs of the community and assist in developing new program ideas and obtaining community support for SMRCC.

Educational Coordinating Board

This board should have a representative from each of the institutions that agree to participate in the SMRCC model. The board should have responsibility for screening both new programs and the locations of centers, and charting the direction of institutional cooperation. In addition, the board should assist in setting new objectives for SMRCC and in monitoring and evaluating the success of SMRCC in meeting its objectives.

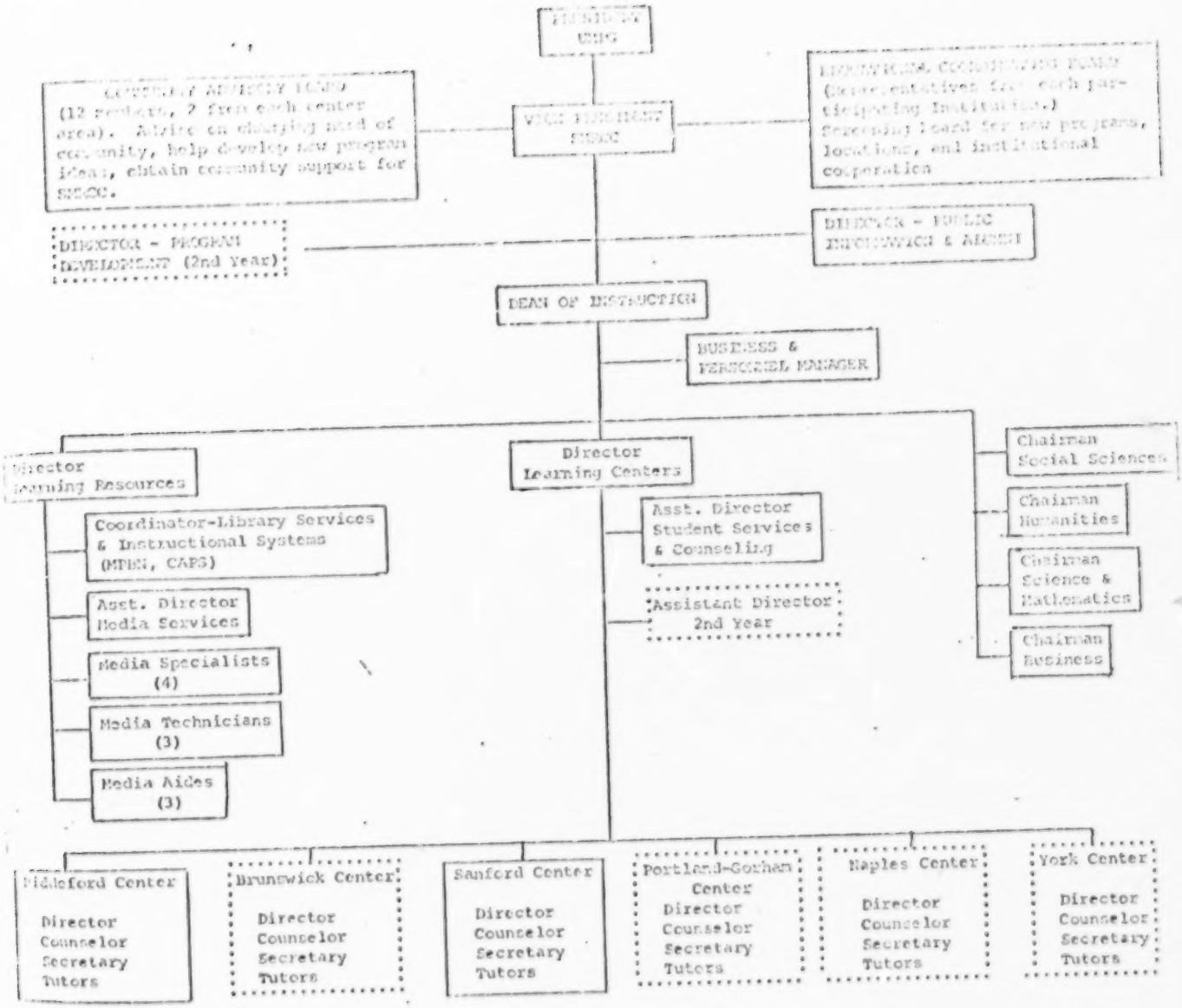
The Vice President of SMRCC

The Vice President is the chief administrative officer of the college.

The Dean of Instruction

The Dean is the chief academic officer and has responsibility for all aspects of program development and delivery.

ORGANIZATION



.....Dotted lines indicate not operative until 2nd year.

Chairmen

The chairmen of each academic area is responsible for faculty and staff recruitment, personnel supervision and evaluation, preparation and revision of curriculum materials, and annual evaluation of all course materials.

Director of Learning Resources

The Director is responsible for the hardware contained in the Learning Resource Center and for the production of all print and non-print matter. In addition, the Director is responsible for the recruitment and evaluation of the personnel whom he supervises.

Director of Community Learning Centers

The Director is responsible for the operation of all community learning centers. The Director's responsibilities will include, but not be limited to, the hiring and training of staff, periodic in-service training programs, community service activities, and the establishment of community learning centers (including the procurement of appropriate space).

Assistant Director for Student Services and Counseling

The Assistant Director is responsible for developing and maintaining a computerized student record system and for developing manuals for its use and in-service training programs for the staff of the community learning centers.

Business and Personnel Manager

The Business and Personnel Manager is responsible for developing and maintaining a computerized administrative record system and for developing manuals for its use and in-service training programs for the staff of the Learning Resource Center and the community learning centers.

Coordinator of Library Services and Instructional Systems

The Coordinator position carries with it the responsibility for maintaining contact and active interface with multi-media sources and disseminators in the SMRCC service area and the state of Maine. The Coordinator establishes contact with such sources as MPBN, CAPS, college libraries, ETV, local radio and television stations so that capabilities and expertise of these non-SMRCC media sources can be effectively integrated into the multi-media instructional system. Of particular importance to the Coordinator will be the integration of and successful utilization of libraries, audio-visual centers, and other media sources at schools or in towns where community learning centers are located.

Assistant Director of Media Services

The Director is responsible for the coordination of all multi-media preparation and the overall direction of the Learning Resource Center. The Director is responsible for assignment of work to the media specialists, media technicians, and media aides and their performance. Additional responsibilities include the coordination of multi-media production with the faculty, working with the Director of Learning Resources in the implementation of multi-media course offerings, budget derivation, and work with the Director of Learning Centers in determining the overall effectiveness of the multi-media instruction approach.

Media Specialist

The media specialist position requires a person who is familiar with and can work easily with a wide range of multi-media systems for instructional purposes. The media specialist will work with faculty and consultant faculty in developing multi-media, self-paced, individualized instructional packages.

Once the course goals, objectives and content have been articulated by the faculty, it is the job of the media specialist to determine the best media method for presentation of the various course modules or sections to a student. The media specialist will direct the activities of the media technicians and media aides in the actual preparation of the multi-media instructional packages.

Media Technician

The media technician is responsible for the preparation of materials to be used in the multi-media instructional packages. The technician must have the ability to work with the following media components: slide production, photographic techniques, film production and editing, television, graphics, audio techniques and other multi-media applications in order to prepare, design, construct, and edit instructional packages.

Media Aide

The media aide is responsible for the maintenance and operation of a wide range of audio-visual equipment such as overhead projectors, film and slide projectors and cameras, audio recorders and reproducers, television equipment, lighting equipment, and other audio-visual equipment. The media aide will also assist in the actual production of multi-media materials through operation of photographic darkroom, reproduction equipment, inspection equipment, and the maintenance of multi-media materials.

Staff of Community Learning Centers

Each center will be staffed initially by a director, a counselor, a secretary, and three to five academic tutors. Each member of a center staff will be given extensive initial training before being placed in a center and, in addition, each will receive periodic in-service training to enable them to keep current with new developments and directions.

ACADEMIC AFFAIRS

1. Degrees to be awarded. In the first two years of operation, it is anticipated that degrees will be offered in the following areas:

   Associate in Arts in Business
   Associate in Arts in Liberal Arts (transfer)
   Associate in Arts in General Education (terminal)

2. Programs to be offered.

1973-75	1975-77
Business	Possible New Programs
General Business Management	Secretarial Science
Accounting	Electrical Engineering
Hotel/Motel Management	Mechanical Engineering
Retailing	Health Paraprofessional Programs
Marketing	
Liberal Arts (transfer only)	
General Education (self-designed student programs)	

3. Location of programs. Center locations will be established within two years at Biddeford, Brunswick, Portland-Gorham, Sanford, Naples, and York. All programs may be offered at each center. Selected courses may be restricted to appropriate centers dependent upon area demand and occupational opportunities.

4. Academic calendar. When fully operational, the community learning centers will be opened twelve months eacy year and from early morning until late evening. The individualized system of instruction will allow a student to:

   a) enroll and begin a program at any time a community learning center is open, and

   b) proceed through the program at a pace commensurate with their individual capabilities and needs.

5. Academic policies.

   a) Admissions: Any person holding a high school degree or its equivalent will be admitted. Applications will be processed through any of the

community learning centers. The applicant will be given a series of diagnostic tests, the results of which will be used to assist the student in determining proper placement in the program of their choice. Remedial courses will be available and recommended for those who require them prior to entry into a degree program.

b) Transfer policies.

(1) Into the community college: Students who have satisfactorily completed collegiate level courses at other institutions will have their courses evaluated at the time their selection of career goals and academic program is clear. Credit is not automatically given for courses completed elsewhere.

(2) From the community college to participating and other institutions: Students wishing to transfer from SMRCC to a four-year institution should have their program continually evaluated by their counselor and also by the institution they desire to attend.

c) Degree requirements: To earn a degree, a student must complete the course requirements of his curriculum and achieve a cummulative grade point average of at least 2.0 for all courses taken at the college.

d) Grading system:

A - Outstanding Achievement
B - Superior Achievement
C - Satisfactory Achievement
D - Minimum Standard of Achievement
F - Failure to Complete Minimum Course Requirements
W - Official Withdrawal

Any student who does not maintain normal progress in any course, will be officially withdrawn from that course.

e) Grade point computation method: The grade point average (GPA) is the method used to indicate a student's academic status. The GPA is based upon a range of numerical values, as follows:

e) Cont'd

A - 4.0
B - 3.0
C - 2.0
D - 1.0
F - 0

f) Academic status policy: Probation usually involves a compulsory reduction of academic load coupled with counseling and diagnosis of difficulties and the charting of a plan for recovery. A student on probation more than once, may be subject to suspension or dismissal. The criteria for academic probation is an accumulative GPA below 1.65 at the end of the first semester of the first year and 2.0 thereafter.

g) Change of program: To change programs, a student must:

(1) Meet with a counselor to discuss the need for program change,

(2) Complete appropriate forms at the community learning center,

(3) Petition, upon satisfactorily completing 75% of the course work in the new program, to have all grades not applicable to his new program deleted from his college record for purposes of determining graduation requirements. The student's permanent record will indicate his performance in all previously attempted course work.

h) Withdrawal from college: A student may stop-out (withdraw) at any time upon contacting his counselor and completing a withdrawal form at the community learning center. Prior to stopping-in (readmission) a student must contact a community learning staff member at which time his previous course work will be evaluated to determine its applicability to the present program offerings.

6. Procedure for approving new programs: New program proposals must be approved by the Dean of Instruction, the Educational Coordinating Board, and the Vice President of SMRCC.

7. Location of full-time faculty and administrative staff: Administrative and faculty personnel will be located at the Learning Resource Center.

8. Student disciplinary policies: These will be developed by the students and staff at each Learning Center. The facilities at each community learning center are provided for students to pursue educational endeavors. The administrator has the responsibility of removing from the community learning center persons who interrupt its normal operation. Individuals who so interfere will be subject to prosecution for violation of the appropriate ordinances of the city in which the community learning center is located.

STUDENT SERVICES

Student services may be defined as that group of services (orientation, counseling, admissions, registration, palcement, financial aid, student activities, testing, and educational and vocational information) designed to aid the student in his educational experience and his future plans. Each community learning center maintains a qualified professional staff to assist the student in such matters.

1. Bookstore: Each community learning center will make arrangements for students to purchase course materials and supplies at or near the community learning center.

2. Health Service, Food Service, Housing, and Athletic programs: The community learning centers do not provide these services.

PERSONNEL POLICIES

1. Appointments: All initial appointments will be upon the recommendation of the immediate superior and the Dean of Instruction, with the approval of the Vice President of SMRCC.
2. Terms of appointment: All faculty and staff will receive initial one-year appointments. The first reappointment will be for a term of one year, and each subsequent reappointment will be for two years. Academic tenure will not be granted.
3. Evaluation: Each member of the staff and faculty will receive an annual evaluation by their immediate superior. The evaluation will become a part of the permanent record of the employee and must be discussed with the employee prior to inclusion in his personnel file.
4. Non-Reappointment: Non-renewal of an appointment must be reviewed and approved by both the Dean of Instruction and the Vice President of SMRCC.
5. Ranks: No academic ranks will be given.
6. Leaves: Faculty and staff will be eligible for sabbatical leave (full year at half-pay, 6 months at full pay) after six full years of continuous service. Other leaves must be approved by the employee's immediate superior, the Dean of Instruction, and the Vice President of SMRCC.
7. Fringe benefits: All full-time faculty and staff will be eligible for the full range of University of Maine fringe benefits.
8. Personnel responsibilities: At the time of initial appointment, the employee's responsibilities will be detailed in writing. An employee's evaluation will be based on the delineated responsibilities in that document and at the time of each reappointment, responsibilities will be reviewed and redefined where necessary.

AN IMMEDIATE RESPONSE

FOR YORK COUNTY, 1973-74

Southern

Maine

Initiation of

Low cost, post-secondary

Education

APRIL 1973

PREFACE

The SMILE project is designed to be the initial instructional phase of the SMRCC model. SMILE is an immediate response (implementation scheduled for September, 1970) to identified educational needs and demands in York County. When the SMRCC model is fully operational, the SMILE project will be incorporated into SMRCC.

THE NEED FOR POST-SECONDARY EDUCATIONAL OPPORTUNITIES IN YORK COUNTY

From 1940 to 1970, the population of York County grew from 82,550 to 111,576, or a population growth of 35.2%. During the same period of time, Maine's population grew by 17.3% and during the period 1960 to 1970, York County was Maine's most rapidly growing county. The population growth from 1960 to 1970 occurred in the small towns along the coast, with Arundel, Kennebunk, Old Orchard, Wells, and York sustaining population growth of over 18% while the major population centers of Saco, Biddeford, Kittery, and Sanford all had population growth of about 5%. In 1970, 56.8% of York County's population lived in urbanized areas with the county having a population density of 111.2 persons per square mile, almost four times the 32.6 people per square mile in all of Maine. The major population concentrations in York County live along two corridors, a coastal corridor paralleling Route 1 and the Maine Turnpike and an inner corridor which parallels Route 111. A total of 28.9% of the county's population is foreign born or of foreign extraction with 30.3% of the population having a mother tongue other than English. A total of 67.3% of the population are native Mainers, and York County was only one of four counties which had a net in-migration of population between 1960 and 1970.

In 1970, the median family income in York County was $8,493, or some 3.5% above that for Maine. However, this median family income was 11.4% below the median family income in the United States at that time and about 20% below that found in New England. A total of 27.5% of the families in York County had incomes below $6,000 as compared to only 19.2% of the families in New England. An additional 35.4% of the York County families had incomes in the $6,000 to $10,000 range as compared to only 26.4% of the families in New England. There were only 11.3% of the families in York County in 1970 with incomes of $15,000

or more, less than one-half the 24.3% proportion of New England families with incomes in that range. There were 9.2% of the 1970 families in York County who had incomes below the poverty level as compared to 10.3% of all Maine families. In 1970, the U.S. Bureau of Labor Statistics estimated that a family in southern Maine needed an income of $11,230 per year to have an average or intermediate standard of living. A total of 71.0% of the families in York County had incomes below this figure in 1970.

The 1970 Census found there were 42,059 people age sixteen and older in the York County work force. In mid-summer, 1970, there was a 3.2% unemployment rate in York County as compared to a 4.2% rate for all of Maine. In December, 1971, York County had an unemployment rate of 8.5% as compared to a 8.2% rate in Maine. In February, 1973, Maine's unemployment rate of 7.2% was the highest in New England and York County had an unemployment rate of 6.8% equal to 2,700 persons. The unemployment rate in York County tends to swing more drastically than that for Maine, indicating that York County workers tend to be laid off quicker in times of economic downturns and hired later in times of economic upturns. A total of 21.3% of the workers living in York County hold jobs outside the county, the highest proportion of any county in Maine and almost double the 10.3% of all Maine workers who have jobs outside their county of residence. Among persons age 18 to 24, a much higher proportion of York County residents in these age groups (almost 12% higher) are in the work force when compared to New England. This reflects a lack of low-cost educational opportunities near their residences and thus causes entry into the work force at an earlier age for York County people.

A total of 44.2% of York County's work force are engaged in manufacturing employment as compared with 31.6% of Maine's work force. There were 36.8% of the York County work force employed in white-collar jobs in 1970 and 16.3%

employed as government workers. These compare with 40.7% and 15.2%, respectively, of Maine's work force. Engineers, technicians, manufacturing managers, metal craftsmen, construction and other craftsmen, mechanics and repairmen, and durable-nondurable good manufacturing operatives are found in higher proportions among York County's work force when compared to the total Maine work force. The report, "Maine Manpower Projections to 1980 By Industry and Occupation," estimated that 3,957 new workers and 11,179 replacement workers will be needed in York County by 1980. The Maine Department of Industry and Commerce economist estimates that for every job requiring a college graduate in Maine, there are three jobs which need associate degree graduates. At the time of their estimate, Maine was graduating .2 to .3 associate degree graduates for every four-year college graduate, or about 1/10 to 1/15 as many associate degree graduates as are needed. Based on the manpower needs in York County and an analysis of the educational requirements for the projected jobs, it is estimated that approximately 4,500 jobs with educational requirements at the associate degree level will become available by 1980.

The Higher Education Planning Commission found that Maine ranked 51st among all states and the District of Columbia in terms of the percentage of its high school students who pursue post-secondary education. In 1963, 31% of Maine's high school seniors went on for higher education as compared with 51% nationally. By 1968, 38% of Maine's high school graduates were pursuing higher education, but 65% of those in the U.S. were going on to school. In 1970, Maine ranked 42nd in the nation in terms of the percentage of its population with one or more years of college. At that time, 25.8% of the men and 18.5% of the women age 15 to 44 had one or more years of college in Maine. In York County at that time, only 23.6% of the men and 16.1% of the women age 15 to 44 had one or more years of college. Using Maine Department of Education figures, an

estimated 44.8% of Maine's 1972 high school seniors pursued higher education. The average for York County was 45.2%, with high schools in the county ranging from 32.1% to 56.6% of their seniors going on to higher education. Although these figures would seem to indicate that students in York County are not much different than the average Maine student in terms of seeking higher education, the startling fact is that 25.9% of the York County seniors went out-of-state to pursue their education, the second highest county proportion of out-of-state post-secondary students in Maine. Of the 205 freshmen applicants to UMPG from southern Maine who were rejected for admission, over 50% were in the upper half of their high school class. To bring the percentage of York County's high school graduates going on to post-secondary education up to the percentage prevailing in the United States, an additional 500 high school graduates would need access each year to post-secondary education.

York County is Maine's most heavily populated county without any publicly supported institution of higher education. For the academic year 1972-73, there were 1,717 students from York County enrolled in the University of Maine system, or an average of about 425 per class out of an average of 1,750 high school graduates per year. In New England, a total of 15.7% of the population age 22-24 and 6.5% of the people age 25-34 were attending higher education in 1970. This compares with 9.1% of the 22-24 age group and 2.6% of the 25-34 age group people in York County. Thus, the adult population of York County does not have access to higher education when compared to other areas of New England. Furthermore, 13.1% of Maine's population age 18-24 is enrolled in college as compared to only 8.4% of this age group in York County. If York County adult residents (persons age 18 and older) were to seek post-secondary education in the same percentage as those attending in all of Maine, an additional 1,072 people age 18-34 would be in college. If the York County adult was to attend

and have access to post-secondary education in the same proportion as adults in New England, an additional 2,058 adults in York County would need educational access. Thus, to provide educational access to the present high school seniors in York County at the same rate as that prevailing in the United States and to provide educational access to York County adults at the same rate as that prevailing in New England, an additional 2,558 educational spaces would have to be provided.

OBJECTIVES OF SMILE PROJECT

1. Provide educational opportunity to residents of York County. Project will provide:
   a) Geographic access - 2 centers will be located near population concentrations. Most residents of York County will be within 10 miles of one of the centers.
   b) Financial access - an experimental tuition rate of $20 per course and $100 per semester will be instituted. Financial aid will be available to students of York County. Out-of-county residents will pay normal university tuition ($25 per credit hour, $225 per semester).
   c) Academic access - any person who holds a high school diploma or its equivalent will be allowed to enroll in a degree program or for individual courses.
   d) Degree access - associate degrees in several fields will be made available to students for the first time.
2. Establish cooperative arrangement for sharing physical facilities, library, computer usage and courses with private colleges.
3. Determine the demand for, and acceptability of, delivering educational programs in this fashion.

GUIDELINES FOR SMILE PROJECT

1. Admissions

   Open to any student who holds a high school diploma or equivalent.

   Tutors and Basic Adult Education courses will be utilized to help persons who need remedial help in fulfilling course requirements.

2. Degree Programs

   Associate in Arts -

   Business Administration
   Liberal Arts
   General Education

3. Where Offered

   Campuses of St. Francis College and Nasson College

4. Projected Enrollment

   250 FTE (defined as 1 FTE = 5 courses)

   St. Francis Center - 135 FTE
   Nasson Center - 115 FTE

5. Times Courses Offered

   After 6:00 p.m.

6. Tuition

   $20/ course
   $100/semester — for York County residents

   $75/course
   $225 semester — for Non-York County residents

7. Financial Aid: $10,000 for 1973-74

8. Faculty

   Part-time

9. Project Duration

   Two years; first year as separate project, second year to be integrated with and offered by SMRCC.

PROPOSED PROGRAMS
(ASSOCIATE DEGREE) AND COURSES

Two-Year Business: (Associate in Arts)

Economics

Accounting

Liberal Arts (Associate in General Education and Associate in Arts)

English

Communications (2 sections)

Mathematics (2 sections)

Sociology

Psychology

Oceanography

Art

History

Human Reproduction

PROPOSED TIME SCHEDULE,
FALL 1973

NASSON CENTER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Mathematics Psychology	Communications Art History	Mathematics Psychology	Communications Art History
Economics Oceanography	Mathematics Sociology	Communications History English	Accounting Human Reproduction

ST. FRANCIS CENTER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Communications Sociology	Mathematics History	Communications Sociology	Mathematics History
Mathematics Human Reproduction	Communications Psychology	Oceanography Accounting Art History	Economics English

PROPOSAL FOR THE RENOVATION OF 68 HIGH ST.
AS THE LEARNING RESOURCE CENTER FOR SMRCC

The Learning Resource Center is the one major physical facility required for the implementation of the SMRCC model. The only building presently available and of sufficient size to accommodate the various offices and production facilities needed by SMRCC is 68 High St. The costs of renovation and maintenance for 1973-74 have been prepared by Mr. Edward Salmon, UMPG Director of Engineering and Planning, after consultation with Mr. Richard Eustis, Assistant Director of Physical Facilities, Bangor.

The figures listed below are a reasonable estimate of the expenses necessary to renovate and update to meet code requirements.

ITEM	1973-74	1974-75	Biennium
Cleaning & Painting	$ 5,000	$	$ 5,000
Operations & Maintenance	23,817	26,198	50,015
Alternations to comply with code requirements	16,500		16,500
New Oil Tank	10,000		10,000
Sprinkler System	27,500		27,500
TOTAL EXPENSE	$82,817	$ 26,198	$109,015

In addition to SMRCC's occupation of the building, it is also recommended that two other University programs be moved to the facility. The Human Services Education and Skill Training Program and the Urban Adult Learning Center will both incur additional operation expenses in 1973-74 for rent, fuel, and lights if they do not find other suitable quarters. Mr. Simonds and Mr. Mortensen have both requested that space be allocated to their programs at 68 High St. (See supporting documents in Appendix III).

SMRCC BUDGET

SUMMARY OF EXPENSE & INCOME

EXPENSE	FIRST YEAR	SECOND YEAR	BIENNIUM TOTAL
.1 Personnel	$ 396,118	$ 735,906	$1,132,024
.2 Materials & Supplies	$ 22,500	$ 22,500	$ 45,000
.3 Other Current	$ 158,000	$ 158,000	$ 316,000
.4 Maintenance	$ 0	$ 3,000	$ 3,000
.5 Equipment	$ 80,800	$ 20,000	$ 100,800
.6 Travel	$ 20,000	$ 20,000	$ 40,000
TOTAL EXPENSE	$ 677,418	$ 959,406	$1,636,824
INCOME			
(1328 FTE @ $200)	$ 0	$ 265,600	$ 265,600
Net Needed	$ 677,418	$ 693,806	$1,371,224
Cost Per Student		$ 522	

SMRCC BUDGET

EXPENSES	FIRST YEAR	SECOND YEAR	BIENNIUM TOTAL
1. Personnel			
Vice President	$ 21,000 (12 months)	$ 22,050	$ 43,050
Director of Public Information & Alumni	11,000 (11 months)	12,600	23,600
Dean of Instruction	16,500 (11 months)	18,900	35,400
Director of Learning Resources	15,400 (11 months)	17,640	33,040
Business & Personnel Manager	11,000 (11 months)	12,600	23,600
Asst. Director of Media Services	12,000 (10 months)	15,120	27,120
Chairman/Social Sciences	12,000 (10 months)	15,120	27,120
Chairman/Humanities	12,000 (10 months)	15,120	27,120
Chairman/Science & Mathematics	12,000 (10 months)	15,120	27,120
Chairman/Business	12,000 (10 months)	15,120	27,120
Director of Learning Centers	12,600 (9 months)	17,640	30,240
Coordinator of Library Services & Instructional Systems	9,000 (9 months)	12,600	21,600
Asst. Director of Student Services & Counseling	9,600 (8 months)	15,120	24,720
Media Specialists (4)	34,000 (8 months)	47,880	78,280
Media Technicians (3)	18,000 (8 months)	28,350	46,350
Media Aides (3)	15,600 (8 months)	24,570	40,170
Executive Secretary	7,000 (12 months)	7,350	14,350
Secretaries (11)	51,500 (varies)	69,300	120,800
Consulting Faculty (28 x $2,500) /NO FRINGE/	70,000 (varies)	70,000	140,000
Director of Program Development		12,000	12,000
Center Directors (6)		72,000	72,000
Center Counselors (6)		60,000	60,000
Tutors (30) /NO FRINGE/		60,000	60,000
Asst. Director of Learning Centers		10,000	10,000
Fringe (13%)	37,518	69,706	107,224
Subtotal	$396,118	$735,906	$1,132,024
2 Materials & Supplies			
Duplicating	$ 5,000	$ 5,000	$ 10,000
Office Supplies	10,000	10,000	20,000
Xeroxing	5,000	5,000	10,000
Unclassified	2,500	2,500	5,000
Subtotal	$ 22,500	$ 22,500	$ 45,000
3 Other Current			
Books	$ 5,000	$ 5,000	$ 10,000
Film purchase	7,000	7,000	14,000
Tapes & records	6,000	6,000	12,000
Transparencies	3,000	3,000	6,000
Chemicals	3,000	3,000	6,000
Printing	20,000	20,000	40,000
Video tapes	10,000	10,000	20,000

	FIRST YEAR	SECOND YEAR	BIENNIUM TOTAL
Other Current (cont'd)			
Film rental	$ 8,000	$ 8,000	$ 16,000
Commercially produced materials	2,500	2,500	5,000
Postage	10,000	10,000	20,000
Telephone	20,000	20,000	40,000
Foundations courses	6,000	6,000	12,000
Packaged courses	20,000	20,000	40,000
Space rental	35,000	35,000	70,000
Unclassified	2,500	2,500	5,000
Subtotal	$158,000	$158,000	$ 316,000
Maintenance			
Automobile	$	$ 2,000	$ 2,000
Office Machines		1,000	1,000
Subtotal	$ 0	$ 3,000	$ 3,000
Equipment			
Office Furniture	$ 10,000	$ 10,000	$ 20,000
Typewriter	4,400		4,400
Xerox machine	2,000	2,000	4,000
Automobile		8,000	8,000
TV Capability (color, black & white)	20,000		20,000
Slide (2x2) capability	2,500		2,500
16 MM capability	3,500		3,500
Printing & Graphics (offset press & equipment)	7,500		7,500
Audio capability to record, mix and make master copies	5,000		5,000
Drafting, drawing & reproduction capability	3,000		3,000
8 MM capability	2,500		2,500
Darkroom	5,000		5,000
Film inspection equipment	3,000		3,000
Cameras	3,000		3,000
Lighting	4,000		4,000
Furniture & miscellaneous	5,400		5,400
Subtotal	$ 80,800	$ 20,000	$ 100,800
6 Travel	$ 20,000	$ 20,000	$ 40,000
TOTAL EXPENSE	$677,418	$959,406	$1,636,824

SMILE BUDGET

Expenses:	Semester	Academic Year
13 courses (2 sections) Faculty paid $600/section	$15,600	$ 31,200
Financial Aid	5,000	10,000
Computer Terminals	---	4,500
Tutors (students)	1,200	2,400
Supplies, Travel, Publicity	7,200	14,400
Space Rental @ $5.00 per registration: Projected FTE = 250 250 x 5 courses = 1,250 registrations x $5.00	6,250	12,500
Subtotal	$35,250	$ 75,000
SMRCC Staff: Director $14,000 Coordinator $12,000 Secretary $ 6,200		$ 32,200
Total		$ 107,200
Income:		
250 FTE @ $100/semester (1,250 registrations)	$25,000	$ 50,000
TOTAL PROJECT COST FOR ONE YEAR		$ 57,200
Subsidy Needed		↓ $228 per student

SUMMARY OF FUNDS NEEDED FOR
SMRCC, SMILE & 68 HIGH ST.

	1st YEAR (1973-74)	2nd YEAR (1974-75)	TOTAL BIENNIUM
SMRCC	$677,418	$693,806	$1,371,224
SMILE	57,200	0	57,200
68 High St.	82,817	26,198	109,015
TOTAL	$817,435	$720,004	$1,537,439

EVALUATION

The SMRCC plan is designed to achieve the objectives listed on pages 6 and 7. The program will be evaluated at the end of the first and second years to determine if the project is meeting its objectives.

Evaluation will be conducted internally through an on-going assessment of both the qualitative and quantitative objectives by a committee composed of the Vice President of SMRCC, the Dean of Instruction, the Director of the Learning Resources and the Director of Learning Centers. The committee will employ a staff (including both full-time professionals and consultants) to conduct the evaluation.

The following items will be evaluated:

A. QUANTITATIVE MEASUREMENTS

1. Number of students enrolled at each community learning center in relation to SMRCC objective;

   1st year - 2% of the center populations identified on pages 10 and 11 of this report;

   2nd year - 4% of the center populations.

2. The ratio of high school graduates (1972-73) to total enrollment in SMRCC (1973-74); projections would indicate that high school graduates should total about 1/4 of the SMRCC enrollment.

3. Age of SMRCC enrollees compared to UMPG enrollees and national statistics for community colleges.

4. Incomes of SMRCC enrollees compared to national figures for college enrollees and income distribution in the two-county region.

5. Male and female SMRCC enrollment compared to UMPG day and evening enrollments and national community college enrollments.

6. Number of students enrolled, by part-time and full-time, in transfer, terminal and occupational programs in SMRCC compared to the percentage of students enrolled in comparable programs nationally.

7. The attrition rate of SMRCC students compared to national statistics for community colleges.
8. Number of inquiries about courses and programs at each community learning center in relation to the number of enrolled students.
9. Number and percentage of SMRCC students receiving credit for life experience compared to the number of UMPG students receiving credit for CLEP, Advanced Placement, etc.
10. Number of SMRCC students accepted by other post-secondary institutions.
11. Number of SMRCC students who diverted from public and private institutions in southern Maine.
12. Number of students taking remedial courses.
13. Number of students from other educational institutions enrolled in SMRCC.
14. SMRCC cost per student compared to University of Maine cost per student for the freshmen and sophmore years.
15. Total dollars and percent of SMRCC budget allocated to purchase of resources from private colleges.
16. The cost per unit of SMRCC instruction (course for 30 students as compared with that at UMPG and nationally).
17. Proportion of total SMRCC costs covered by tuition as compared with the University of Maine and national community college figures.
18. A cost estimate for a traditional campus-based two-year college (including buildings) as compared against the cost of SMRCC to service an equal number of students.
19. Number of SMRCC students holding part-time and full-time jobs compared with figures from UMPG (day and evening).
20. Number of full-time SMRCC students (those taking 12 to 15 hours as a % of total enrollment of SMRCC.

21. Number of SMRCC students requesting financial aid and the percentage of SMRCC students receiving financial aid as compared to UMPG figures.
22. Total financial student aid given to SMRCC students as a percentage of total tuition paid in comparison with the same figures at UMPG.
23. The percentage of SMRCC's budget devoted to operations, administration, and instruction in comparison to the University of Maine.
24. A breakdown of student commuting distance (one-way) at each community learning center.

B. QUALITATIVE MEASUREMENTS

1. A selected sample of people who inquired about SMRCC courses at the community learning centers will be undertaken to learn why these people did not enroll in courses after their inquiry.
2. A selected sample of people who enrolled in but dropped SMRCC courses will be undertaken to determine their reasons for dropping.
3. All SMRCC students will be questioned with a standardized form so as to determine their reasons for taking SMRCC courses.
4. Students rejected for admission to UMPG and other colleges who enrolled in SMRCC will be periodically evaluated to determine their SMRCC performance.
5. A follow-up of SMRCC students, who transfer to other schools, will be initiated to compare their achievement level at the other school with that at SMRCC.
6. Prior to the second year of operation, a group of 200 SMRCC enrollees and 200 UMPG freshmen will be selected based on the comparability of their programs. The UMPG students can be considered as a "traditional control group" while the SMRCC students could be called a "non-traditional control group." Before each group takes courses at their

respective institutions, they will be administered a series of tests. These tests will measure their cognitive and basic skill competency levels and their attitudes toward education and learning. At the end of their first year, another series of tests will be administered to each group. This second battery of tests will include cognitive and competency level tests, attitudes toward education and learning, attitudes toward instructional methods, attitudes toward educational environment, and attitudes toward the educational institution which they are attending. The results of these two groups will be compared to determine which group made the most significant progress in each area.

7. A selected group of SMRCC students will be surveyed at the end of the first operational year to determine the impact of the counseling process upon their educational goals and objectives.
8. At the end of each course, students will be asked to evaluate that course. The evaluation results will be used to determine if the goals and objectives of the course were attained.
9. A process evaluation will be conducted throughout the first two years of SMRCC. This process evaluation will be a detailed chronological description of the events and activities which shaped and molded SMRCC. The process evaluation will detail how SMRCC undertook to achieve its goals and objectives, why particular courses of action were selected, the alternative courses of action which were available, and the internal and external events which had impact upon the attainment of goals and objectives.

APPENDIX I

DOCUMENTS IDENTIFYING THE NEED FOR ADDITIONAL LESS-THAN-BACCALAUREATE OPPORTUNITIES IN MAINE

APPENDIX I

DOCUMENTS IDENTIFYING THE NEED FOR ADDITIONAL LESS-THAN-BACCALAUREATE OPPORTUNITIES IN MAINE

1. The Report of the Ad Hoc Committee on Academic Organization at UMPG (1970).

2. "Decision Time--1973; Will Maine Broaden the Base of Higher Education through Community Colleges? A report to the State of Maine Higher Education Facilities Commission by C. Larry Stinchcomb, Director, Lewiston & Auburn Special Opportunity Facilities Planning Project (1972).

3. Physical Facilities Planning Report prepared by S. Francis Singleton, UMPG, 1972.

4. Freeman, Jr., Dr. Stanley L. A Report to the State of Maine Higher Education Facilities Commission. Special Opportunities Facilities Planning Project. University of Maine, 1971

5. Progress Report of the Higher Education Planning Commission to the Chancellor of the University of Maine. Frank M. Coffin, Chairman, University of Maine, 1969.

6. Report of the Advisory Commission for the Higher Education Study to the Governor of Maine and the Legislature of the State of Maine. Higher Education in the State of Maine. James S. Coles, Chairman, Maine, 1967.

7. The First Business of our Times. A Report of the Advisory Commission for the Higher Education Study, State of Maine, James A. McCain, Chairman. New York: Academy for Educational Development, 1971.

8. Maine's Public Investment Needs of Highest Priority. A Report submitted by ESCO Research, Inc., to the Governor of Maine. Portland, Maine: ESCO Research, Inc., 1970.

9. Report of the Board of Trustees of the University of Maine. Lawrence M. Cutler, Chairman. University of Maine, 1969.

10. Report of the Chancellor's Task Force on Less-Than-Baccalaureate Degree Programs. Edward Y. Blewett, Chairman. University of Maine, May 11, 1970.

APPENDIX II

MEAL CONCEPT

APPENDIX II

MAINE'S EXTERNAL ALTERNATIVE FOR LEARNERS (MEAL)
(FOOD FOR THE MIND)

I The problems and needs

A. Expanding population of potential students
   1. Increase in number of regular undergraduates
   2. Low income people demand better access
   3. More adult demand for
      a. general education
      b. short courses for special interest groups such as police, nurses, teachers, etc.

B. Growing interest in part-time, near home study as presented by Newman report and Carnegie Commission

C. Variety of learning styles and rates is being recognized among present and potential students

D. Increasing costs of staff for conventional approaches to instruction

E. Reaching limits of existing physical facilities of campuses

II Alternative solutions to these problems--and limitations

A. Continue campus expansion----------financial squeeze
B. New community colleges----------financial squeeze
C. College of the air----------schedule problems; tuition costs; convention
D. Expand CRD----------loss of quality control
E. High school staff and classrooms----------serves on-campus only
F. Expanded day, week, year----------single medium
G. Correspondence----------on-campus only
H. CCTV----------still needs our content
I. Cable TV----------expensive ?
J. British Open Univ.----------waste of our resources
K. Private contracts for production----------waste of our resources

III Goal and objectives

A. Goal is to achieve broader educational opportunity for Maine people
   1. More access
   2. New students from new segments of population
   3. Strengthen quality of learning
   4. Compatible with existing campus programs

B. Objectives
   1. Establish an alternative system for organizing and delivering education which emphasizes an improved process of learning
      a. Encourage courses to be expanded and changed more easily based on feedback from students (by building modules)
      b. Support teachers with trained specialists for course development
      c. Individualize mass education by providing redundant alternative paths toward objectives
      d. Build in possibility of remedial branches for learners
      e. Provide for variable rates of progress by students
      f. Construct system to meet such criteria as large numbers of students, remote locations, maximum shelf-life of five years
   2. Make optimum use of existing components of a system with special attention to a mix of components that creates best learning conditions and takes advantage of decreasing costs of technology. See Appendix-capabilities now
      a. the best parts selected from alternatives in II
      b. educational technology in University of Maine CAPS, MPBN, Campus AV centers
      c. libraries
      d. continuing education structure
      e. campus locations and off-hour use of facilities
      f. faculty knowledge and enthusiasm
      g. software (learning units) already produced by Maine faculty and others

IV Potential applications of the MEAL system to achieve the goal.
   A. a freshman year curriculum
   B. a core curriculum for selected occupational programs
   C. short course for large, dispersed special audiences
   D. medical school
   E. a degree program

V Hazards in developing and implementing the system
   A. High initial cost of hardware for state-wide coverage
   B. Maintenance of hardware and reliability of system
   C. Residual rights of instructional staff in software products
   D. Market appeal - unknown
   E. Acceptability of credit by conventional colleges
   F. High initial cost of software production (but conventional courses should not be considered an "ideal" comparison)
   G. Cost of revisions

VI Steps in implementation
- A. Research and development phase
  1. Conceptual refinements
  2. Completion of inventory of existing resources and state of the art in other locations
  3. Creation of production system
  4. Production of demonstration module
  5. Specifications for distribution system and network of resources
- B. Pilot project
  1. Creation of one course
  2. Tryout on campus
  3. Revise
  4. Tryout in selected geographical subregion of Maine
  5. Revisions of production and distribution systems
  6. Start research on learning and teaching
- C. Operational phase
  1. Production of several courses
  2. Extension of distribution hardware capabilities
  3. Distribution of courses statewide
  4. Start internship training of production staff
- D. Integration phase
  1. Evaluation and revisions
  2. Articulating with on-campus programs
  3. Aditional production
- E. Export phase
  1. Collaboration with New Hampshire, Vermont, NEBHE
  2. National distribution

VII Production system
- A. Team members
  1. Course leader (subject matter specialist)
     a. Determines content for module or course
     b. Approves organization of course
     c. Supervises preparation of evaluation instruments
     d. Establishes criteria for selection of field staff and prepares staff training module
     e. Evaluates course based on student feedback
  2. Course sponsors--subject matter faculty serving as consultants to leader
  3. Learning task analyst
     a. Assists in establishing course objectives
     b. Assigns portions of course to appropriate media
     c. Interprets course leader intention to media production staff
     d. Manages course production budget
     e. Evaluates internal validity of course design
  4. Technical resource personnel: computer, TV/radio, photography, audio, graphics, testing, human interaction specialist

B. Process of developing a module
   1. Specify objectives and target audience
   2. Construct pre- and post tests
   3. Determine learning tasks required
   4. Decide on medium to be used to facilitate each task
   5. Write or construct content sequence for module
   6. Search for existing software to fill specifications
   7. Produce new software as needed
   8. Prepare instructions to field staff
   9. Blend parts into module
   10. Try out with selected audience
   11. Revise
   12. Relate to other modules
   13. Field test course
   14. Revise
   15. Turn over to delivery system

VIII Delivery system
   A. Managed by a Dean of the External University
   B. Use existing CED and registrar organizations for
      1. Scheduling offerings
      2. Arranging for use of physical facilities as needed
      3. Registration and billing
      4. Recruiting and signing up field staff
      5. Advertising and soliciting students
   C. Distribution of Materials
      1. Duplication of software
         a. audio/video by MPBN
         b. hard copy produced by PICS

      2. Scheduling broadcast traffic--mailing--shipping
         a. MPBN
         b. Central shipping room

      3. Contract relationships with CATV as appropriate
         a. increase number of channels available for video
         b. provide for random access

   D. Hardware installations at UM campuses, VITs where there is no campus, selected public libraries, selected high schools for self-instruction and group meetings
      1. Computer terminals
      2. AV cassettes
      3. Small group seminar rooms

   E. Field staff
      1. Adviser/counselor personnel who may be CED, CES, school, or special community persons selected to provide hometown counseling on learning problems
         a. semi-permanent staff hired on overload basis
         b. training program for these people should be prepared and offered as a series of modules

VIII, E. Cont.

2. Seminar leaders
   a. content specialists from campuses, schools and communities who meet small groups as scheduled by productions system
   b. training by modules built as part of course by course leader
   c. serve only for designated modules
3. Hardware maintenance personnel--permanent employees of MPBN and CAPS
4. Teacher aids to man self-instruction locations

F. Budgeting--accounting by central administration

IX Evaluation system

1. Student evaluation and credit
   a. Measurement checked by course sponsors or assistants
      1. specific competencies stated by course sponsors
      2. measurement built in as Computer Managed Instruction
      3. Additional alternatives
         a. portfolio of work accomplished
         b. special exams prepared by course sponsors
         c. campus prepared course equivalency exams
         d. CLEP
         e. other standard equivalency exams (eg., NY Regents)
   b. Credit
      1. Awarded by campuses based on performance record
      2. Fully transferable within U of M
2. System and components research and evaluation
   a. Feedback from users should continously be fed to course leader for use in future revisions of modules
   b. Opportunities for research in learning styles of various student audiences should be exploited.

X Possible side effects and spin off benefits

A. For administration
   1. Increase upperclass campus enrollments without expansion of on-campus freshman resources
   2. Expand enrollment beyond physical plant capacity of existing campuses.
   3. Free campus based CED to concentrate on special services to small select audiences rather than mass delivery of freshman or core curriculum
   4. Provide equivalent of community college programs and accessibility without new campuses
   5. Create incentives for excellence in teaching
   6. Extend results of major course revisions to largest number of students

B. For faculty
   1. Outlet for imaginative teacher who needs support to carry out new ideas for teaching
   2. Means of demonstrating superior teaching to qualify for merit increase or promotion
   3. Opportunity for research on teaching and learning
   4. Freedom from repetition of basic courses allowing more upper level teaching assignments
   5. National visibility
   6. Publication and royalty rights
   7. Released time to produce course materials
   8. Training in learning task analysis and use of media

C. For other institutions
   1. Possible internships in multi-media products to train staff
   2. Development of exportable software

XI General approach to put system to work

A. Select a target audience and appropriate curriculum
   1. Administration conducts market research and determines priority target audience
   2. Faculty advisory group recommends courses appropriate for this audience

B. Organize production team(s)
   1. Informational sessions on each campus to explain purpose and nature of program and solicit volunteers
   2. Faculty members volunteer by submitting proposals to Dean of External University for courses or modules
   3. Proposals screened and selected by Dean in consultation with Presidents, Vice Chancellor, faculty advisory group
   4. Assign learning task analyst and technical people to team
   5. Establish budget and time schedule for production
      a. course leader--full time for one year
      b. course sponsors--¼ time consultancies for one semester
      c. learning task analyst--½ time per course
      d. technical personnel--assigned as required

C. Alert delivery system
   1. Establish calendar for dissemination
   2. Initiate advertising, scheduling, field staff training

D. Deliver and evaluate

E. General budget elements
   1. Administration
   2. Development and production costs
   3. Distribution system fixed costs
      a. staff services
      b. materials and shipping and handling
      c. rent or user charges for physical facilities

APPENDIX III

68 HIGH ST. DOCUMENTS

UNIVERSITY OF MAINE *at Portland - Gorham*

Department of Engineering and Planning

96 Falmouth Street
Portland, Maine 04103

March 30, 1973

Dr. George P. Connick
Director of Academic Planning and Institutional Research
University of Maine at Portland-Gorham
Portland Campus

Re: 68 High Street

Dear George:

In response to Bill Mortensen's memo of March 29, 1973, it is recommended that the Operations and Maintenance budget be updated by 10% from that submitted as 1972/73.

1972/73	$ 21,652
10%	2,165
1973/74	$ 23,817

The minimum figures submitted for updating to meet code requirements again should be increased by 10% to keep pace with rising costs. In addition, the fuel oil tank now needs replacing and thus would be an addition to those figures submitted previously. Since the items under code were a basic need, there doesn't seem to be any that should be eliminated under your new concept.

previous estimate	$ 15,000
10%	1,500
	$ 16,500
new oil tank	10,000
	$ 26,500

It is still highly recommended that the building have a sprinkling system installed: $25,000 plus 10% = $27,500.

All of the above items and estimates have been discussed with Mr. Richard Eustis, Assistant Director of Physical Facilities, Bangor, Maine.

If we can be of any further assistance, please do not hesitate to contact this office at your convenience.

Very truly yours,

Edward I. Salmon
Director of Engineering and Planning

EIS/fmi
Attachments (2)

UNIVERSITY OF MAINE AT PORTLAND-GORHAM

APPROVED BUDGET

OPERATIONS AND MAINTENANCE

ACCOUNT NUMBER T4740

68 High Street

1972-73

.1	Salaries and Wages	$7,072.00
.2	Materials and Supplies	1,250.00
.3	Other Current Expenses	7,330.00 *
.4	Maintenance and Alterations	6,000.00
.5	Capital	0
.6	Travel	0
	NET BUDGET	$21,652.00

* .3 Other Current Expenses

Fuel	4,300
Electricity	2,850
Water	120
Gas	60

PHYSICAL FACILITY INFORMATION

68 High Street

Gross square footage	29,097
Assignable square footage	19,000
Last appraisal 1969 (superficial)	$300,000
Insurance evaluation	$517,000
Cost to bring building to code and standard	$55,000
Major repairs since acquisition	$40,000

Number of classrooms	15
Number of offices	19
Number of restrooms	9
Lounge areas (basement)	2
Lawn converted to parking	30-35 cars

UNIVERSITY OF MAINE

INTER-OFFICE MEMORANDUM

To: George Connick & Bill Mortenson **Date:** 3/30/73

From: Steve Simonds

Re: Human Services Education & Skill Training Program

Here is the statement you and Bill Mortenson requested. Do with it anything you care to.

The Human Services Education and Skill Training Program is one of only three programs receiving Model Cities funding for its 5th year - in the exact amount requested. This favorable decision was based, in part, on the investments already made by the State Department of Health and Welfare and the University plus their commitments to continue this program of education and training for adults in the Portland community.

It is presently administered by the Center for Research and Advanced Study as an experimental effort. Its viability established, administrative responsibility soon will be shifted to an academic arm of the University and the director and secretary relocated. Such relocation will incur rental costs for the University unless it can be lodged in state owned property. The program itself, involving classes and seminars for up to 150 students, utilizes space provided by agencies located in the community. We believe this to be a good example of program expansion without additional brick and mortar. Portland area citizens view it as a valuable program serving the needs of the community. Furthermore, there are good indications that it will grow rapidly in response to demand but at relatively low cost to the University because the programs are purchased by interested state and local agencies.

As for cost, the budget for the program should be $81,300, if we have to pay rent; it is $77,300, a savings of $4,000 per year, if we can locate in University property.

SPS/bas

URBAN ADULT LEARNING CENTER

Southern Maine Regional Community College Remedial Unit

In recent years many words have been spoken concerning the demands of the community on the University for expanded services. The concern of all is well expressed in Governor Curtis' statement at the Urban Adult Learning Center's Open House in October, 1970:

> "A university must be able to reach...people who have a need, no matter when that might be...this center is the first step toward getting off campus. I think... of all the education dollars we spend...this is where we get the greatest return of all...here are adults who are trying to make up for something that they either didn't have the opportunity to get...and want to make up for it now...I hope this is the start of many more such facilities."

During the past two and a half years, the Urban Adult Learning Center has developed remedial services for over 600 greater Portland residents in need of basic education. Currently, 126 full-time students are enrolled, with a waiting list of 30 people.

These facts document the increasing demand for University involvement and expertise in the community. The UALC project is an existing example of what is being done and what needs to be continued in the future. If it had not been developed, it would need to be created.

The educational counseling at UALC is offered to adults who have probably never experienced educational counseling in their past. The important aspect of this counseling is that it is offered to persons who are goal-oriented and know, or think they know, what they want. It is not the sort of counseling that can be given to teenagers or young college students who have time, flexibility, and few responsibilities.

The adult has a good idea of his limitations, and can develop his skills from that point to a well-defined goal. What he needs is motivation, time, and access to professional assistance. These are provided at the Learning Center.

The University of Maine is committed to the overall concept of "lifelong learning" at many levels in its consideration of establishing the Southern Maine Regional Community College. If adopted, the SMRCC concept will increase expanded entry and exit points for southern Maine citizens, as well as for citizens of the rest of the state.

Most community colleges which have been successful in this country have developed a responsible remedial unit in direct support of the community college effort and access concept. The Urban Adult Learning Center currently exists as a part of UMPG and is capable of providing the counseling and tutoring which are essential to special access programs. It has experience with adults and lower income people, and would be of major assistance in remedial areas directly supportive of the community college program.

Recently, the budget for the Model Cities program in Portland, Maine, was cut by two-thirds as compared to fiscal year 1972/73. Of 57 projects applying for scarce Model Cities money during its fifth year, only 33 projects received funding. Only four of those funded received the full amount applied for. The Urban Adult Learning Center project and the Human Services Skill Training Program (also administered by UMPG) were two of the four fully-funded projects. The level of citizen and community support is a clear and positive response to the efforts of UMPG to serve the community.

The Urban Adult Learning Center will give the SMRCC an established, experienced, and essential remedial unit and bring with it a significant level of community support.

URBAN ADULT LEARNING CENTER

Budget and Expenditures, 1973-1974

	A* 218 State St.	B* 68 High St.
EXPENDITURES		
Personnel	$ 86,195	$ 86,195
Fringe Benefits (13.65%)	11,766	11,766
Contracts (Work Study)	3,000	3,000
Travel	500	500
Space (@ $900 mo. plus $100 mo. utilities)	12,000	-0-
Supplies	3,000	3,000
Equipment	-0-	-0-
Other (8.9%)	7,671	7,671
	$124,132	$112,132
INCOME NEEDED**		
Model Cities	$ 40,459	$ 40,459
WIN	31,840	31,840
New Careers	3,108	3,108
Vocational Rehabilitation	12,825	12,825
	88,232	*88,232*
University of Maine	35,900	23,900
	$124,132	$112,132

*The difference between Budget A and B is that to move the UALC project from 218 State Street to 68 High Street (SMRCC) would represent a net cash savings of $12,000 to the project.

**Seventy-five percent of monies for fiscal year 1973-74 will come from sources other than the University.